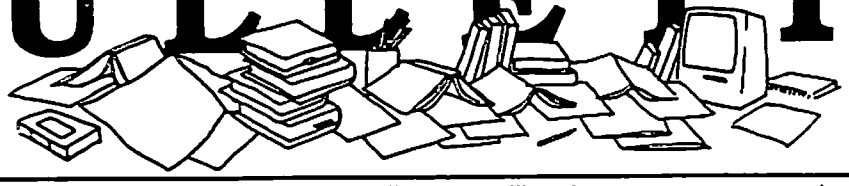
THE LITERACY MATERIALS

BULLETIN



18

Fall 1998

• instructors • tutors • learners • administrators • coordinators • librarians • resource centres • learning centres •

The Bulletin 17 evaluation resulted in 32 responses. Although this was only a small sampling, the responses will be valuable in helping the Literacy Materials Committee decide which materials to field test and how to write reviews. Only three of the responses were directly from FirstClass, but the posting of the evaluation on FirstClass resulted in a few people who were not aware of the Bulletin finding out about its existence. There is an exterior evaluation of the Literacy Materials Bulletin that is just beginning. We would appreciate your filling out and sending in the enclosed form.

Most of the respondents (27) said they used the Bulletin to help choose what books to order and two said they sometimes used it to help them choose books. Six people said they borrowed books from Literacy BC that were reviewed in the Bulletin and six said they sometimes borrowed books that were mentioned. There were six aspects that respondents were asked to indicate if they found useful. All but one person felt the general discussion of materials was useful. Then in order of popularity the elements were: sample pages, ordering information, suggestions for using the materials with learners, students' comments about the material and the Bulletin's Board. The Bulletin's Board garnered 17 acknowledgements. Several people commented that the suggestions for how to use the materials were particularly helpful and others mentioned the students' comments as "particularly useful in determining whether or not to use a particular book."

Generally those who returned questionnaires felt the Literacy Materials Bulletin reviews were accurate and contained enough information. One person commented that "I particularly appreciate those that go into detail about the contents and suggest different ways to use it/them....and discuss the pros and cons of the material in question." Although the consensus seemed to be that the Bulletin included the kind of material that readers wanted, there were suggestions for fundamental level math software and materials, software particularly on phonemic awareness, the internet, listening materials and taped books, how-to videos and interactive teaching aids. One respondent felt the reviews of materials from small publishers were particularly valuable as they don't always have access to that information.

The positive comments about the effectiveness of the layout and usefulness of the Literacy Materials Bulletin were extremely encouraging for all the members of the Committee. It has been a pleasure to work on the Bulletin and to chair the Committee for the last three years. *Helen Thomas*

Please take the time to fill in the enclosed evaluation.

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Title:	Writing Out Loud
Authors:	Deborah M. Morgan
Publisher:	Writing Out Loud, 1997
Available:	Writing Out Loud, #206 4917 50th Avenue, Camrose, Alberta T4V 0S2
Price:	$30.00
ISBN:	0-9681993-0-5
Level:	instructor, tutor
Reviewer:	Jan Weiten

Writing Out Loud

Writing Out Loud is a delightful handbook which, as stated in the introduction, is "designed to take you on a bit of a journey." The writing journey provided by this well laid out book encourages instructors and learners to take some risks with their writing and provides support and reassurance along the way.

Writing Out Loud is published in a binder format. It has clear headings and a structure which makes it very easy to use. It is divided into eight sections: *Getting Ready*, *Starting Out*, *Having Fun*, *Taking Risks*, *Building Confidence*, *Feeling Good*, *The Bibliography* and *The Chapters Cafe*.

Getting Ready discusses the handbook's use and design, how best to use the exercises in the book and the history of the Chapters program - a learning readiness program in Camrose, Alberta from which the handbook arose. It also asks possible questions that instructors might have about this writing process and provides thoughtful answers.

The next five sections of the handbook are chock-full of accessible writing ideas. First, the author, Deborah M. Morgan, methodically outlines each idea. Then, by providing writing examples from her students, she carries us along with them on this wonderful journey. Next, she usually gives suggestions for adapting each idea. Finally, Morgan generously provides us with insightful reflections on how the writing idea worked with her group.

Each instructor who field-tested this handbook noted that the writing topics sometimes led to intensely personal, intimate writing. Morgan is aware that not all students might feel comfortable writing about sensitive topics and thoughtfully suggests variations for those who might want to use them. Some comments of instructors who have used Writing Out Loud: "..was one of the most inspiring and useful tools I used this year." and "I have used examples in the books as writing starts in themselves."

As Morgan states in the handbook, Writing Out Loud is more than a series of writing exercises. It is a resource about how the learning of the students and instructors who work with these exercises can be processed and valued so that the learning can be real and meaningful to everyone. The author and contributors to this valuable resource must be congratulated on the success of their efforts.

From *Writing Out Loud* written by Deborah M. Morgan.
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Sample Page

What I Know For Sure

I didn't know my students well when Chapters first started. To try and get a better sense of their plans for the future, I asked them to write about where they hoped to be 5 years from now. I learned a lot from their responses, but not what I had expected to learn.

Most of the students said they could barely imagine where they would be tomorrow, let alone five years from now. Their needs were so immediate; thinking about the future was frightening and unrealistic for them. Trying to listen and understand, I then asked them to tell me what they knew for sure. "What are the things that you can count on, that you know in your heart will still exist past tomorrow?" This exercise took some thought, but it helped us all put aside our fears and focus on things we were sure of.

Exercise Steps

1. This is best done as a homework assignment, but some brainstorming around the idea is still important. Talk to your student(s) about what is known and what is unknown. We know what happened in the past, but we don't know what the future holds.

   What do we know will happen each day?
   Do we have any control over what happens each day?
   How much are we able to influence the events of the day, and how much is simply "chance"?

   Even though the future is unpredictable, there are some things we know for sure. We know that the sun will rise everyday (even though we can't always see it) and that a part of the 24 hours of the day will be night. What else do we know for sure?

2. After brainstorming (and hopefully some good discussion) ask your student(s) to write a list of 5 things they know for sure.
3. Share your writing with one another.

Writing Examples

I know for sure I love my kids.
I know for sure I don't want to end up like my mother.
I know for sure that alcohol can ruin a family.
I know for sure that someday I'm going to die.
I know for sure that I will always have these stick out ears.

Chapters in-class writing

Title:	Out in the Open: Life on the Street
Photographer:	Bob Ballantyne
Publisher:	Northstone Publishing Inc., 1997
Available:	your local bookstore, Northstone Publishing Inc., 9025 Jim Bailey Road, Kelowna, BC V4V 1R2 Phone: 1-800-663-2775 or Fax: 1-250-766-2736
Price:	$19.95 (part of the proceeds are donated to the Open Door Inner City Ministry)
ISBN:	1-55145-099-2
Level:	all levels
Reviewer:	Debbie Booth-Johnson

Out in the Open: Life on the Street

This is a very powerful book of photographs and writing done by the street people of Victoria. The photographer, Bob Ballantyne, at one time lived on the street with the people you see in these photos. As he describes it, this book helped him to overcome his own alcohol addiction by giving him a focus for his recovery, one day at a time. The writing comes from the journal of Reverend Al Tysick, a street minister, who collected it from some of the people he worked with on the streets of Victoria.

This book has been very well received in our class. One of the students showed us his name in the picture of the wall of names. He said they had put their names there to let people know who they were. It was their way of reminding all of us that the people who live on the street are not invisible. Another man found a picture of his long lost brother, and he went downtown to try to find him. He also wrote several personal pieces about his family and his own experience with poverty on the streets of Victoria.

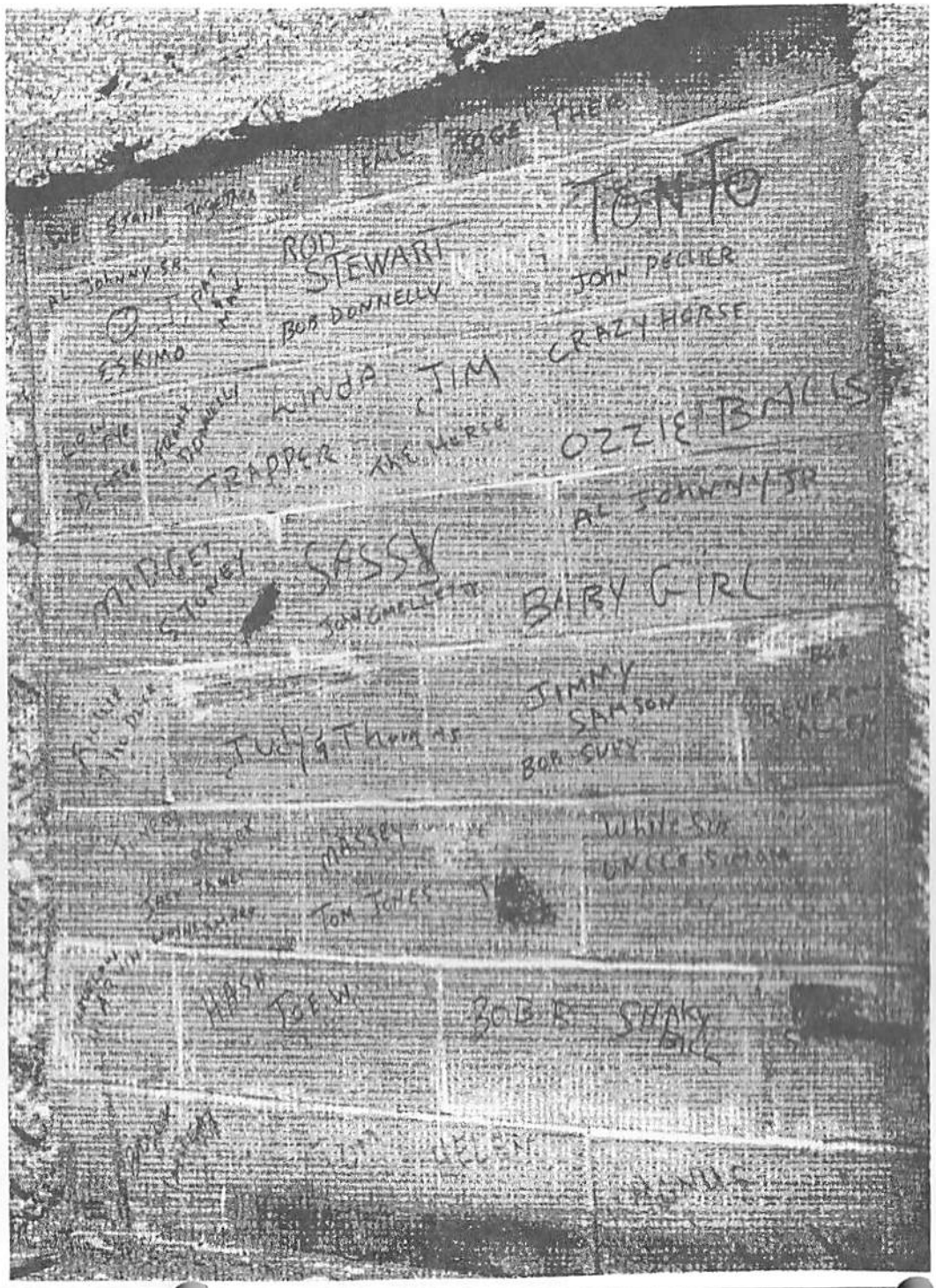
The pictures in this book have inspired many thoughtful pieces of writing from students in Victoria as well as other locations because the message is really very compelling. As one student wrote, "The book is a good eye opener and leaves me with many lingering thoughts. I really do see the pain they must feel when they are being ignored by almost everyone walking by."

Out in the Open is an obvious choice to spark classroom discussion and journal writing. Another instructor who looked at the book thought it had real potential for inspiring her students to start a similar project in their community. The photography and the message are very accessible and would appeal to most adult learners. In the words of one student reviewer, "I'd like us to have this book around." It would also be an excellent addition to any community library that has a literacy collection.

Sample Page

Robert (Rockie) DeYoung

The life stories of the street are as varied and many as the men and women themselves. On the street you will find stories from the very rich to the very poor, from the very young to the very elderly, from the uneducated to the Harvard professor. You will find stories of failure, stories of oppression, stories of death, stories of joy and laughter, stories of the day-to-day struggle with life itself. You see, poverty has no boundaries; the old saying "There but by the grace of God go I" stands as a statement of fact. One story is no more important than any other story.



From *Out in the Open: Life on the Street* photographed by Bob Ballantyne.
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Titles:	Amazing! Canadian Newspaper Stories and Amazing 2! Canadian Newspaper Stories
Authors:	Susan Bates
Publisher:	Prentice Hall Allyn and Bacon Canada,1997, 1991
Available:	Prentice Hall Allyn and Bacon Canada, Customer Service, 539 Collier Macmillan Drive, Cambridge, Ontario N1R 5W9
Price:	$26.95 Amazing 2! (Amazing! is out of print)
ISBN:	0-13-026014-2 Instructor's Manual: 0-13-026022 0-13-742487-6 Instructor's Manual: 0-13-742495-7
Level:	basic, functional
Reviewer:	Evelyn Battell

Amazing! and Amazing 2! Canadian News Stories

The first of these books came out in 1991 and our class enjoyed it enormously. We were pleased when Amazing 2! appeared in 1997. As we read 12 real newspaper stories from many places in Canada, we learned about the province or territory, sorted out cities, population numbers and climates. Students report that they like to learn about Canada and that stories about people from different places make the learning more meaningful.

Each story is rewritten in simpler English; the actual newspaper account is in the teacher's guide. The stories include a man who caught a nine and a half kilogram lobster and the first Canadian woman to climb Mt. Everest (Amazing 1!); a man who invented an edible cup and a woman who fought a cougar to save the children in her pre-school (Amazing 2!). The later stories in each book are harder than the earlier ones. The story shown here is as hard as they get.

The books are written for ESL classes so occasionally there was a page that simply didn't interest us. On the other hand, we made good use of exercises such as looking at the pictures and foretelling the story, sequencing the story, choosing a headline, answering comprehension questions, role playing newspaper reporter and interviewee, and locating places on maps. For exercises such as "Marriage and Wedding Customs" we compared notes on what was common among our students - all born in Canada, but of different ages and different ethnic backgrounds. We found we had many different opinions about what was proper!

In Amazing 2! there are more exercises that are grammar practice aimed at ESL students, but even they can often be turned into reading and speaking practice for native speakers. We had a good time asking, "Who has a bigger nose, you or your partner?" which was supposed to have us learn the comparative. We turned it into a discussion of what personal questions are acceptable. In Amazing 2! the stories are written at two levels in the student's text which gives you more options for comparing and rereading.

At the back of each book is an answer key and an appendix which outlines the reading level, grammar, Canadiana, writing and discussion points for each chapter.

Our class enjoyed owning their own books and writing in them, but most of the work could be done on separate paper. The layout is pleasing in its use of headlines, white space and drawings.

Two comments often made in my class were, "I think the stories are interesting." and "It's a good book to do in a group."

From *Amazing 2! Canadian Newspaper Stories* written and illustrated by Susan Bates.
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Sample Page

Reduced to 93% of actual size.

READING THE NEWSPAPER STORY

THE EDIBLE CUP

1 EDMONTON, ALBERTA—Are you worried about the environment? Do you feel bad when you throw away paper cups and packaging? Paper comes from trees, and we are using too many of them. Trees keep our air clean by taking in carbon dioxide and sending out oxygen. Fewer trees mean more polluted air. Garbage is another problem. There is nowhere to put it. Our landfill sites are full and these sites sometimes cause problems with our drinking water.

2 But you like the idea of take-out food, right? No problem. Eat your lunch, drink your coffee, then eat the container! It's a great idea—an edible food container.

Food science professor Buncha Ooraikul plans to make edible containers for such things as coffee, soft drinks, hamburgers, french fries, and yogurt.

3 He places two cups on his desk. They look like styrofoam* cups but they are different colours: cream and reddish-brown. Break off a small piece of the cup and yes, it is delicious! "You can add any flavour you want," says Ooraikul, "vanilla, coffee, bacon ...." Companies can also add print to the cups with edible ink.

Buncha says, "The cups don't 4 leak. They can hold hot or cold liquid for at least two hours." He pours steaming hot coffee into one and lets it sit on his desk.

The cups are made of wheat 5 flour and potatoes. The complete recipe is a secret.

He agrees that edible food containers are not new. Ice-cream cones are also containers you can eat. 6

Ooraikul needs $2.5 million to 7 finish his work, open a factory, and start his business, but so far he has only received between $20,000 and $25,000.

The cup of hot coffee on 8 Buncha's desk is now soft, but it hasn't leaked. If the professor can complete his work, maybe someday we can have our cup and eat it too!

*Note
In the past, the making of styrofoam cups added to the hole in the ozone layer, but today companies make the cups in a different way. Now they don't cause the hole in the ozone layer to get larger. However, styrofoam cups are still part of the garbage problem.

Title:	The Canadian Dictionary for Schools
Supervising Editor:	Lawrence Haskett
Publisher:	Maxwell Macmillan Canada Inc., 1981
Available:	Prentice Hall Allyn and Bacon Canada, Customer Service, 539 Collier Macmillan Drive, Cambridge, Ontario N1R 5W9
Price:	$34.06
ISBN:	02-990240-1
Level:	functional, independent
Reviewer:	Jan Weiten

The Canadian Dictionary for Schools

The Canadian Dictionary for Schools is a good choice for literacy programs for several reasons. First of all, it is visually appealing. It has print which is adequately large for most learners, a decent amount of white space (unusual in a dictionary) and a good number of helpful illustrations. In addition, the dictionary gives clear definitions in language appropriate to upper fundamental students. One student liked this dictionary because she could easily distinguish different definitions given for the same word - something which she had some difficulty with when using her own pocketbook dictionary. Another reason for choosing this resource is that many of the defined words are used in sample sentences. Several learners in my group said that they found this aspect useful, as they sometimes were unsure of what word form they needed to use and that most dictionaries were not of any help in this area. They also liked that the dictionary had all the words in it that they needed to study. In their experiences with other kinds of dictionaries, they found that dictionaries "with big writing usually don't have enough words in them" - not a problem with this one.

One interesting element of the book (which I didn't notice until months after I began using it with learners) is that it has an extensive introductory section called "Using your dictionary." This section has a sample page that explains how a typical dictionary page is organized (not unusual in this kind of text). However, it also has different "dictionary" topics for students to read about and to practice. For example, there is a section called "Substitution" which discusses how you can check whether or not you have chosen the correct definition for a word. It includes a short explanation followed by some practice. Other topics that may be useful to learners are: "Guide Words," "Abbreviations" and "Variant Spellings," to name a few. All of these have short exercises for students to try after an explanation of the topic.

The dictionary has two disadvantages - at least from the learner's perspective. One is the size and the other is the price. One of my students said that she didn't mind the size or weight of the book (she has a car) and wanted to purchase a copy for herself. However, she found the cost of the book prohibitive, as did all others in my group. On the other hand, a colleague has noted that, despite the cost of this dictionary, several students every semester make this purchase. In a classroom or learning centre where weight is not a question (though cost might be!), this dictionary is a worthy resource.

From *The Canadian Dictionary for Schools* supervised by Lawrence Haskett.
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Sample Page

—*n.* **1.** an unsteady or wavering light. **2.** a slight indication; brief appearance: *a flicker of hope, a flicker of interest.* **3.** a quick fluttering or quivering movement: *the flicker of an eyelid.* [Old English *flicorian.*]

flick·er² (flik′ər) *n.* a North American woodpecker having yellow markings on its wings and tail. [Possibly imitative of its cry.]

Flicker²

flied (flīd) a past tense and past participle of **fly²** *(v.i. def. 7).*

fli·er or **fly·er** (flī′ər) *n.* **1.** a person or thing that flies: *That sea gull is a graceful flier.* **2.** an aviator. **3.** a thing that moves swiftly, such as an express train. **4.** a small handbill or leaflet, especially one used in advertising.

flies (flīz) *n.* the plural of **fly¹** and **fly²**. —*v.* the third person singular, present tense of **fly²**.

flight¹ (flīt) *n.* **1.** the act, manner, or power of flying: *We watched the graceful flight of the butterfly.* **2.** the distance or course travelled by something flying, as an airplane or bird. **3.** a group of things flying or passing through the air together: *a flight of swallows.* **4.** a trip made by or in an aircraft: *He took the ten o'clock flight to Ottawa.* **5.** a passing above or beyond the ordinary: *a flight of fancy.* **6.** a series of stairs or steps between floors or landings. [Old English *flyht.*]

flight² (flīt) *n.* the act of fleeing. [Middle English *fliht.*]

to put to flight. to cause to flee; rout: *to put enemy troops to flight.*

flight attendant, a person who waits on passengers in an airplane.

flight·less (flīt′ləs) *adj.* (of birds) not able to fly: *The ostrich is flightless.*

flight·y (flī′tē) *adj.,* **flight·i·er, flight·i·est.** given to sudden whims or impulses; frivolous; giddy: *a flighty young girl.* —**flight′i·ly,** *adv.* —**flight′i·ness,** *n.*

flim·sy (flim′zē) *adj.,* **flim·si·er, flim·si·est.** **1.** lacking strength or substance; thin; frail: *The blouse was made of a flimsy material.* **2.** not convincing or adequate; weak: *a flimsy excuse, a flimsy argument.* —**flim′si·ly,** *adv.* —**flim′si·ness,** *n.*

flinch (flinch) *v.i.* to draw back or away, as from something painful, dangerous, or unpleasant; shrink; wince: *She always flinches at loud noises.*

fling (fling) *v.,* **flung, fling·ing.** —*v.t.* **1.** to throw with force or violence; hurl: *He flung up his hands in disgust.* **2.** to send or put suddenly or violently; thrust: *to fling someone into prison.* —*v.i.* to move suddenly or violently; rush headlong. —*n.* **1.** the act of flinging. **2.** a period of freely indulging oneself, as in pleasures: *to have a fling before settling down.* **3.** a lively or spirited dance, especially the Highland fling.

to have a fling at or **to take a fling at.** to have a try at; make an attempt at.

flint (flint) *n.* **1.** a hard variety of quartz, usually dull grey in colour, that produces sparks when struck against steel. **2.** a piece of this used for kindling a fire.

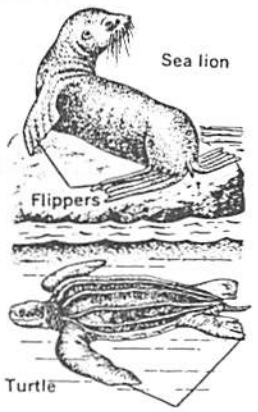
flint·lock (flint′lok′) *n.* **1.** a gunlock in which a flint is struck against steel to produce sparks and ignite gunpowder. **2.** an old-fashioned firearm with such a gunlock.

flint·y (flin′tē) *adj.,* **flint·i·er, flint·i·est.** **1.** consisting of or containing flint. **2.** hard; unyielding; cruel: *a flinty heart, a flinty look.* —**flint′i·ly,** *adj.* —**flint′i·ness,** *n.*

flip (flip) *v.,* **flipped, flip·ping.** —*v.t.* **1.** to toss with a quick, jerking movement so as to cause to turn over in the air: *to flip a coin.* **2.** to turn over, especially with a quick, jerking movement: *Ed flipped the pages of the book.* **3.** to move with a quick, jerking movement: *to flip a switch.* —*v.i.* to move or turn with a jerk: *The fish flipped onto its back. She flipped through the magazine.* —*n.* a quick turning or jerking movement. —*adj.,* **flip·per, flip·pest.** *Informal.* impertinent; saucy; flippant: *a flip remark.*

flip·pant (flip′ənt) *adj.* lacking proper respect or seriousness: *a flippant answer, a flippant attitude.* —**flip′pant·ly,** *adv.*

flip·per (flip′ər) *n.* **1.** a broad, flat limb, as of a seal, dolphin, penguin, or turtle, that is adapted for swimming. **2.** one of a pair of broad, paddle-shaped rubber shoes, worn as an aid to swimming or skin diving.



Flipper

flirt (flurt) *v.i.* **1.** to act romantic in a coy or playful way; be coquettish: *She flirted with every boy at the party.* **2.** to trifle or toy: *to flirt with danger, to flirt with an idea.* —*n.* a person who flirts.

flir·ta·tion (flur tā′shən) *n.* **1.** the act of flirting. **2.** a brief or casual romance.

flir·ta·tious (flur tā′shəs) *adj.* **1.** inclined to flirt or be coquettish: *a flirtatious girl.* **2.** characteristic of a flirt: *flirtatious behaviour.* —**flir·ta′tious·ly,** *adv.* —**flir·ta′tious·ness,** *n.*

flit (flit) *v.i.,* **flit·ted, flit·ting.** **1.** to move or fly lightly and swiftly; dart: *Butterflies flitted among the flowers.* **2.** to pass lightly and swiftly: *Thoughts flitted through her mind.*

flitch (flich) *n. pl.,* **flitch·es.** the salted and cured side of a hog.

float (flōt) *v.i.* **1.** to rest on or at the surface of a liquid: *Sailboats floated on the lake. He was floating on his back in the pool. The cork floated.* **2.** to drift or be carried along in the air: *The clouds floated across the sky. Leaves floated down from the trees.* **3.** to hover or move as if carried along in this manner: *The rumours were floating all about town.* —*v.t.* **1.** to cause to float: *to float lumber down a river.* **2.** to offer for sale, as stocks or bonds; put on the market: *to float an issue of stock.* —*n.* **1.** a thing that floats or helps something else to float, such as a raft. **2.** an exhibit carried on a vehicle or wheeled platform in parades or pageants. **3.** a hollow metal ball or other device that floats on the surface of a body of liquid and regulates the level, supply, or outflow of the liquid, as in a carburetor or boiler. —**float′er,** *n.*

floating rib, a rib attached to the backbone but not to the breastbone. In man the bottom two pairs of ribs are floating ribs.

flock (flok) *n.* **1.** a group of animals of one kind gathered or herded together: *a flock of crows, a shepherd and his flock.* **2.** a large number or group: *a flock of reporters.* **3.** the members of a church; congregation: *a pastor and his flock.* —*v.i.* to move or gather in crowds: *People flocked to the beaches during the hot weather.*

floe (flō) *n.* a mass or sheet of floating ice. Also, **ice floe.**

flog (flog) *v.t.,* **flogged, flog·ging.** to beat or whip severely, especially as punishment.

flood (flud) *n.* **1.** a great flow or overflowing of water, especially over normally dry land. **2.** a great outpouring of anything: *a flood of tears, a flood of words.* **3.** *also,* **the Flood.** in the Old Testament, the great flood that occurred in the time of Noah. —*v.t.* **1.** to cover or cause to be covered with a flood; inundate: *The valley was flooded*

Title:	Shishalh Stories
Editor:	Kelly Toneatto
Artist:	Roman Joe
Publisher:	Open Learning Agency
Available:	Elaine McCredie, Special Projects Manager, ABE Liaison Officer, Open Learning Agency, 4355 Mathissi Place, Burnaby, BC V5G 4S8 Phone Toll Free: 1-800-663-1620 Phone: (604) 431-3000 Fax: (604) 431-3333
Price:	free at time of printing
Level:	basic, functional
Reviewer:	Helen Thomas

Shishalh Stories

Shishalh Stories is divided into 17 story segments. Each segment is divided into four sections: a word list, vocabulary, story and story questions. Students found the word list and vocabulary information helpful. They thought the stories were about adults and appeared to be written for grown-ups. The questions were not too hard to answer. The layout provided large print, lots of white space and six examples of Roman Joe's artwork. Kelly Toneatto has collected these stories from five elders: Stella Johnson, Vi Jackson, Margaret Joe, Bernie Sound and Anne Quinn. There is a colour photograph of the artist and elders. There is also a short resource list at the back of the book.

Some students enjoyed learning new things about the old traditional stories. Those who did not already know the legend and myths in the book found them interesting and were fascinated by the way people were so closely identified with animals. One student commented, "I find it is interesting to read about the stories that were told long ago."

Several people commented that they liked the characters in the book and the stories were very good.

Other learners enjoyed the fact that the stories were set in British Columbia. They were familiar with salmon, killer whales and other animals mentioned in the story. Some of them knew Gastown, Jervis Bay and Sechelt Inlet.

Students were particularly impressed with the artwork in the book. This was mentioned by most of the readers as one of their favourite things about the book.

This book was field tested as independent reading in the three programs that reported on it. However, it could be used as part of a unit on myths and legends or a study of the traditional stories of British Columbia. It also woudl be a good choice for a tutor/learner pair. No matter how you use this book, I would recommend having it on hand to provide interesting reading for many students.

THE EAGLE AND THE OWL—PART I

WORD LIST

together	supply	neither
women	sunset	delighted
failed	horrible	search
instructed	walked	inside
strange	continued	happened
hunting	woman	birth
frog	sister	

VOCABULARY

lack: to not have something

encourage: to offer support

STORY

Once upon a time Eagle and Owl lived together in the same house. They were both great hunters and always had a good supply of meat on hand. But there was one thing that they both lacked and that was a family. Neither of them had a wife. Now it happened that one day when they were out hunting two sisters walked by the house where Eagle and Owl lived. The two women needed to rest and went inside the house. Each of the sisters chose a bed and went to sleep.

A little after sunset, Eagle and Owl returned from their hunting trip and found the two women in their home. They were delighted to see them and each took a sister for a wife. Eagle chose the younger woman and Owl chose the older one. Soon each woman gave birth to a son. The younger sister had a fine male son, but the older woman gave birth to a frog which she placed in the lake as soon as it was born.

Eagle and Owl continued to go off into the woods to hunt everyday. One day, they failed to return when night set in. The sisters waited day after day for them to come home, but they didn't return. One sister said to the other, "I fear that

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Sample Page

Title:	It's Not Okay Anymore: Your Personal Guide to Ending Abuse, Taking Charge, and Loving Yourself
Authors:	Greg Enns and Jan Black
Publisher:	New Harbinger Publications, 1997 (Web site: www.newharbinger.com)
Available:	Raincoast Books, 8680 Cambie Street, Vancouver, BC V6P 6M9 Phone Toll Free: 1-800-561-8583 Fax Toll Free: 1-800-565-3770
Price:	$20.95
ISBN:	1-57224-066-0
Level:	functional, independent
Reviewer:	Jan Sawyer

It's Not Okay Anymore

This attractive book, It's Not Okay Anymore, comes highly recommended by its readers. Through the subtitles, *Your Personal Guide to Ending Abuse, Taking Charge and Loving Yourself,* the reader is introduced to three of the four sections in the book. *Part Four* provides a book list and information about helping agencies and the two authors.

The format is very useful and friendly. In the foreword the authors provide a glossary of terms that are used throughout the book. In *Part One: Ending Abuse*, the word abuse is defined and then a checklist of examples of various types of abuse is presented. The reader is encouraged to become actively involved with the text and to "place a check mark by those you have experienced in your current relationship." Similar checklists related to different issues are provided throughout the book. Also, there are opportunities and space to write responses and develop personal strategies.

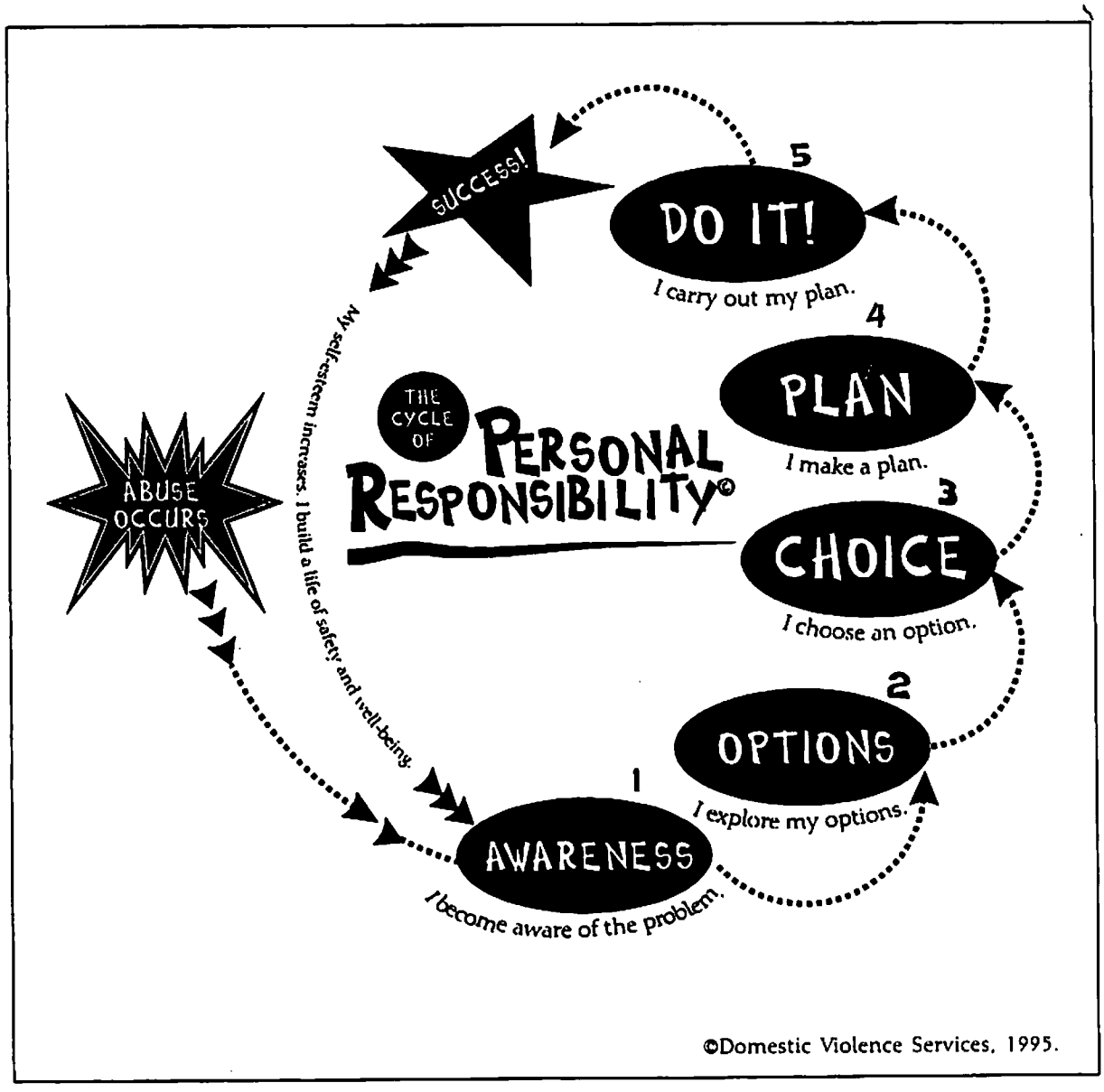
Students who read the book commented on the usefulness of the diagrams presented. Many were familiar with the cycle of abuse; however, the cycle of personal responsibility was a new concept. *Part Two: Taking Charge* guides the reader methodically through the five steps: awareness, options, choice, plan and do it. This section also provides survivors' success stories.

The third part, *Loving Yourself*, has a variety of suggested "how to's" in areas such as setting boundaries and celebrating mileposts. These suggestions are practical and helpful.

I like this book because it is sensitive and yet provides concrete examples of safe action that can be taken. Some readers may find the print a bit small. However, the layout is not intimidating and is user friendly. One student did comment that the book "had quite a few long words, and it may be hard to read for beginners." On the other hand, this same woman was very positive about the book. Her comments seem to summarize the feelings of most students who read the book. "I wish I had this book two years ago when I left my relationship." It is a very eye-opening, helpful guide. This book should be in each transition house, family resource centre and college.

From *It's Not Okay Anymore* by Greg Enns and Jan Black. Reproduced by kind permission of New Harbinger Publications.

Sample Page



Title:	Oxford Elementary Learner's Dictionary
Editor:	Angela Crawley
Publisher:	Oxford University Press, 1994, seventh impression 1998
Available:	local bookstore or Oxford University Press Canada, 70 Wynford Drive, Don Mills, ON M3C 1J9 Phone Toll Free:1-800-387-8020 Fax Toll Free: 1-800-665-1771
Price:	$20.50
ISBN:	0-19-431275-5
Level:	basic, functional
Reviewer:	Helen Thomas

Oxford Elementary Learner's Dictionary

Oxford Elementary Learner's Dictionary is very useful for the beginning reader and writer. The print is large and clear and there are illustrations to help identify the meaning of the word. The word being defined is in a larger, bold print and forms of the word are in a slightly smaller, bold print. Most words are used in sample sentences that show how to use the word and indicate its meaning through the use of context clues. Words with multiple meanings have a sentence for each meaning.

Each word is identified as one or more parts of speech. This label is written out in full, rather than using the abbreviated form, which seems to make it easier to recognize. The "he/she," the "-ing" and the "past tense" forms of a verb are listed, as well as the past participle of irregular verbs. The plural of an irregular noun is also shown.

There is a great deal of useful information included in extra sheets and as part of the main dictionary. There are boxes in the main part of the dictionary highlighting prefixes, including 'il', 'mis', and 'un.' "Be", "do" and "have" are all shown with their present tense, past tense, positive and negative short forms (contractions) and past and present participles. There is advice about why to choose certain words such as "hear and listen" and "see and look." I found the information on prepositions, shapes and sizes, and the human body useful.

One disadvantage of the dictionary is that it is British. Therefore, some words such as "petrol" "bonnet" and "dustbin" are given their British meaning. There is a pronunciation guide, but it is fairly complex and primarily British. However, the American pronunciation is often shown. At the bottom of each page is a line showing some of the pronunciation key which is useful and it only takes two double pages to reproduce the entire key.

Students particularly enjoy using this dictionary to help them spell words accurately in their writing. One student commented, "It's easy to read. The words are large, easy to find and there are pictures. The book is a good learning tool for a person."

From *Oxford Elementary Learner's Dictionary* edited by Angela Crawley. Reproduced by kind permission of Oxford University Press Canada.

Sample Page

your drink tastes too sharp, add some sugar.
5 able to see, hear or learn well: *She's got a very sharp mind.* ◇ *sharp eyesight*
6 sudden and angry: *sharp words*
sharply *adverb*
The road bends sharply to the left. ◇ *'Go away!' he said sharply.*

sharp[2] /ʃɑ:p/ *adverb*
1 exactly: *Be here at six o'clock sharp.*
2 with a big change of direction: *Turn sharp right at the next corner.*

sharpen /'ʃɑ:pən/ *verb* (**sharpens, sharpening, sharpened** /'ʃɑ:pənd/)
make something sharp or sharper: *sharpen a knife*
sharpener /'ʃɑ:pnə(r)/ *noun*
a thing that you use for making something sharp: *a pencil-sharpener*

shatter /'ʃætə(r)/ *verb* (**shatters, shattering, shattered** /'ʃætəd/)
break into very small pieces; break something into very small pieces: *The glass hit the floor and shattered.* ◇ *The explosion shattered the windows.*

shave /ʃeɪv/ *verb* (**shaves, shaving, shaved** /ʃeɪvd/)
cut hair off your face or body by cutting it very close with a **razor**: *He shaves every morning.*
shave *noun*
I haven't had a shave today.
shaver *noun*
an electric tool that you use for shaving

shawl /ʃɔ:l/ *noun*
a big piece of cloth that a woman wears round her shoulders, or that you put round a baby

she /ʃi:/ *pronoun* (*plural* **they**)
the woman or girl that the sentence is about: *'Where's your sister?' 'She's* (= she is) *at work.'*

shed[1] /ʃed/ *noun*
a small building where you keep things or animals: *There's a shed in the garden where we keep our tools.*

shed[2] /ʃed/ *verb* (**sheds, shedding, shed, has shed**)
let something fall off: *The snake shed its skin.*

she'd /ʃi:d/
1 = she had
2 = she would

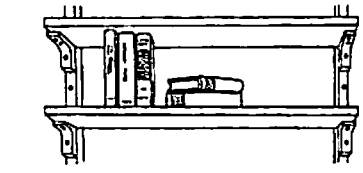
sheep

sheep /ʃi:p/ (*plural* **sheep**)
an animal that people keep on farms for its meat and its wool
O A young sheep is called a **lamb**. Meat from a young sheep is also called **lamb**.

sheer /ʃɪə(r)/ *adjective*
1 complete: *sheer nonsense*
2 very steep: *a sheer drop to the sea*

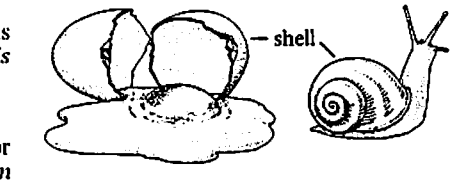
sheet /ʃi:t/ *noun*
1 a big piece of thin material for a bed: *I put some clean sheets on the bed.*
2 a thin flat piece of something like paper, glass or metal: *a sheet of writing-paper*

shelf



shelf /ʃelf/ *noun* (*plural* **shelves** /ʃelvz/)
a long flat piece of wood on a wall or in a cupboard, where things can stand: *Put the plates on the shelf.* ◇ *bookshelves*

shells



shell /ʃel/ *noun*
the hard outside part of birds' eggs and nuts and of some animals, for example snails and crabs ☞ Look also at **sea shell**.

she'll /ʃi:l/ **= she will**

Title:	A Guide for Using Theme Units with ABE/ESL Literacy Classes
Editors:	Lyn Lennig and Don Richardson
Publisher:	Vancouver Community College, 1996
Available:	Vancouver Community College, King Edward Campus, Bookstore, 1155 East Broadway, Vancouver, BC V5T 1Y8 Phone: (604) 871-7333 Fax: (604) 871-7311
Price:	$14.95
ISBN:	0-921218-80-X
Level:	first or second-language students or a mixture of both, and instructors
Reviewer:	Lorrie Lane

A Guide for Using Theme Units with ABE/ESL Literacy Classes

The writers of A Guide for Using Theme Units with ABE/ESL Literacy Classes team taught the "Bridge Class" (second-language literacy students) at the King Edward Campus of Vancouver Community College. The class included students with writing problems such as word order, verb forms, parts of speech, run-on sentences and fragments. Their reading abilities ranged from about grade four to grade seven.

This guide consists of four units: three theme units (Housing, Family and Multiculturalism) and one word study unit (spelling, pronunciation and idioms).

Topics for the three theme units are of high interest for adults. Complete units or parts of units can be used in any order, and all units include reproducible student exercises. Each unit contains a variety of exercises, teacher's notes and suggestions, and some useful resources. For example, instructor resources and student exercises in the 'Housing' unit include: a sample letter of complaint, sentence combining, sentence fragments, a cloze exercise, vocabulary building, reading comprehension, writing descriptions, rental abbreviations, rental advertisements, simplifying a reading, idioms, organizing an essay, a crossword puzzle and a spelling and vocabulary review quiz.

A writing index, grammar index and complete bibliography are included at the end of the guide.

One instructor commented, "I found the 'Housing' unit particularly useful - expecially in conjunction with 'Learning About the Law.' Specifically, I liked the introductory quiz, the sample letter in the unit and the sentence combining exercises. Students seemed to learn a lot of information that was relevant to their lives, as well as they got practice with necessary skills."

I recommend this guide as a valuable resource because of the wide variety of exercises, the lists of resources and the teaching suggestions that precede readings and exercises in each unit.

From *A Guide for Using Theme Units with ABE/ESL Literacy Classes* written by Lyn Lennig and Don Richardson. Reproduced by kind permission of Vancouver Community College.

Sample Page

Directions

Read the following stories and create a "wanted to rent" advertisement for each of the situations described. Use the Rental Abbreviations page for reference.

Story #1

Jan is a single parent with one pre-school-aged daughter. She is looking for a quiet and clean suite to rent. She doesn't own a car but her mother lives near the Joyce Skytrain station and her mother babysits for her when Jan works the evening shift. Jan doesn't smoke and she has a steady job. She makes about $12.00 an hour.

Needed immed. by working mom and child
quiet 2 bdrm. apt. nr. Joyce Skytr.
n/s, n/d. Approx. $500-600 per mo. incl. util.

Story #2

Tim and his friend Alan both want to move out of their parents' home and get an apartment together. Tim works at The Real Canadian Food Store on Marine Drive, and Alan is a college student who works part-time for Air Canada, 16-20 hours a week. They both make under $8.00 an hour.

Series:	Pine Candle Adult New Reader's Series
Titles:	*Alberta Highlights, Helpful Home Hints, Hockey: Canada's National Game, Night Skies, Rodeo West, Souped Up*
Author:	Linda Hall & Diane Webber
Publisher:	Lone Pine Publishing, 1991
Available:	Alberta Association for Adult Literacy, #605, 332 6th Avenue SE, Calgary, AB T2G 4S6 Phone: 403-297-4994 Fax: 403-297-4849
Price:	$65 for 6 books, 6 audio tapes and supporting materials $30 for set of 6 books $25 for 6 audio tapes $17 for materials
Level:	all levels
Reviewer:	Iris Strong

Pine Candle Series

The six titles in this series are very different, so most students will find at least one that interests them. Each book is about 63 pages. The print is large, and excellent use is made of white space. Chapter and heading titles are bold and clear, and there are numerous graphics and actual photographs to enhance the information.

Alberta Highlights begins with a map, so that the featured places - like Calgary, Edmonton, Drumheller, Vegreville - and several parks can be located. Many students who have never been outside BC enjoyed this book; those who had lived or visited Alberta loved it, and were quick to recommend it to others.

Helpful Home Hints is the most popular in my class. It is set up in such a well-organized and clearly labeled way that students can read just the section they want. There are many activities to do with children, important safety tips for around the home including which houseplants are poisonous, grooming tips and beauty aids (vinegar on nails before polish for added shine, and any of potato, cucumber or tea bags to reduce eye puffiness). Tricks around the house include using barbecue coal in each corner of the closet to get rid of mildew and putting starch on washable white runners before wearing them.

Hockey: Canada's National Game explains how the game began (students are really surprised!) and gives background information on some of their heroes like Wayne Gretzky. This book also has a glossary for those wanting to learn the terms.

Night Skies (listed as an astronomy resource in the new Fundamental Level Science Books reviewed in the last Bulletin) is a good introduction to the stars and our solar system. It includes clear definitions, and even some legends about how things came to be.

Rodeo West appealed to those who read The Buckle (by Don Sawyer, reviewed in the last Bulletin). For those not in the know, this little book explains all the events and gives interesting background history.

Souped Up combines wonderful soup recipes from around the world with immigrant stories. One student, who is an accomplished cook, tried several of the recipes and recommended them to others. She says, "This is a good book for someone learning to cook, because it explains right from scratch how to make excellent soups."

Each of the six books has its own appeal, and some will be more popular in each classroom than others. Most have references for additional reading. I recommend this series.

Reprinted from *Rodeo West* by Linda Hall & Diane Webber.
Reproduced by kind permission of Alberta Association for Adult Literacy.

After the calf is caught, the horse must back up slightly to tighten the lariat. Without a well-trained horse, a cowboy can't win this event. Famous cowboy Will Rogers once said: "75 per cent of a roper is his horse."

BULL RIDING

The drama starts in the chute—a stall where animals are held just before their rides. A cowbell is tied around the bull's belly. This really bothers the bull. Some bulls get so mad that they even try to climb out of the chute!

A rider sinks down onto the bull's back. The chute's gate opens. The bull goes wild! The cowboy must stay on for eight seconds, using just one hand. But, most bulls buck their rider off in three to four seconds. Then the real danger begins.

Riding a bull is not at all like riding a bronc. A bronc will do its best to toss a cowboy off, but then it will ignore him. A bull is not that nice. It will toss the rider—and then come back for revenge!

It has a good chance, too. Most cowboys do not move very fast after being bucked. They make easy targets. A rider on a horse will not come to pick up the fallen bull rider. Horses will not go anywhere near an angry Brahma bull. The bull rider's only chance for escape is provided by the rodeo clowns. Their job is to keep the bull busy, and keep its eyes off the cowboy. They give the cowboy time to get up. Then the clowns must get out of the way themselves!

Title:	Two Old Women: An Alaska Legend of Betrayal, Courage and Survival
Author:	Velma Wallis
Illustrator:	Jim Grant
Publisher:	Epicenter Press, 1993 (hardbound) HarperPerennial; A Division of HarperCollins, 1994(paperback)
Available:	from your local bookseller
Price:	$16.95 US (hardbound) $16.00 Canadian (paperback)
ISBN:	0-945397-18-6 (hardbound) 0-86-097584-9 (paperback)
Level:	functional, independent
Reviewer:	Catherine Reynolds

Two Old Women: An Alaska Legend of Betrayal, Courage and Survival

Velma Wallis is a Gwich'in woman from Fort Yukon, Alaska who has taken a traditional story and written this short novel. As a child, Wallis heard the story many times and, as an adult, realized that the messsage of the legend deserved to be shared. Wallis believes that a story is a gift that is neither given nor received as often as it should be.

The novel is the inspirational story of Sa' and Ch'idzigyaak, elderly women who have become complacent and dependent. They seem to have lost the ability to make material contributions to their band. When famine strikes, the women are perceived to be burdens. In desperation, the chief decides to abandon them.

Alone, the two old women fear that they will perish. After indulging in some self-pity, they decide that they will die trying. They rediscover old skills and through the hard work required to survive, they hone both their bodies and their minds. They develop a close bond, and as each faces her own personal challenges, the other helps her to discover her strength.

Sa' and Ch'idzigyaak begin to prosper and are actually able to start storing food and fur garments. Eventually, their band finds them again and is astounded by the women's success. Unfortunately, the rest of the band has become even more desperate. Because they have accumulated a certain amount of wealth, the women negotiate their re-entry into the band from a position of strength. Much of the power of the story comes from the fact that the old women are able to forgive the same people who abandoned them.

Students' responses to this novel have been positive. It was used as a class novel in a First Nations intermediate English course. A number of the students enjoyed that the novel is set in a natural environment. Since hunting is a way of life for these students, they were able to relate to the women's struggle to capture their food. At least three students said that this is the first novel they had ever read cover-to-cover. Reports from other learning centres indicate similar success. One student said, " I liked it because it was a true story and had interesting places and people."

The typeface and page layout is appropriate for new readers, and at the same time, maintains an adult appearance. Some of the vocabulary may challenge functional readers, but context clues will help the reader to determine meaning. Some examples are "impetuous," "lethargic" and "frugal."

This book is suitable for both group and independent use. The subject matter is compelling and is likely to prompt productive discussions on the roles of the elderly and on such concepts as betrayal, responsibility, loyalty, community and forgiveness.

Sample Page

From *Two Old Women: An Alaska Legend of Betrayal, Courage and Survival* written by Velma Wallis.
Reproduced with kind permission of Epicenter Press.

to see her friend's tears. A rush of anger surged within her. How dare they! Her cheeks burned with the humiliation. She and the other old woman were not close to dying! Had they not sewed and tanned for what the people gave them? They did not have to be carried from camp to camp. They were neither helpless nor hopeless. Yet they had been condemned to die.

Her friend had seen eighty summers, she, seventy-five. The old ones she had seen left behind when she was young were so close to death that some were blind and could not walk. Now here she was, still able to walk, to see, to talk, yet... bah! Younger people these days looked for easier ways out of hard times. As the cold air smothered the campfire, Sa' came alive with a greater fire within her, almost as if her spirit had absorbed the energy from the now-glowing embers of the campfire. She went to the tree and retrieved the hatchet, smiling softly as she thought of her friend's grandson. She sighed as

she walked toward her companion, who had not stirred.

Sa' looked up at the blue sky. To an experienced eye, the blue this time of winter meant cold. Soon it would be colder yet as night approached. With a worried frown on her face, Sa' kneeled beside her friend and spoke in a gentle but firm voice. "My friend," she said and paused, hoping for more strength than she felt. "We can sit here and wait to die. We will not have long to wait...

"Our time of leaving this world should not come for a long time yet," she added quickly when her friend looked up with panic-stricken eyes. "But we will die if we just sit here and wait. This would prove them right about our helplessness."

Ch'idzigyaak listened with despair. Knowing that her friend was dangerously close to accepting a fate of death from cold and hunger, Sa' spoke more urgently. "Yes, in their own way

Title: Maskmaking with Paper
Producer: Crystal Productions, 1993
Available: Crystal Productions, 1812 Johns Drive, Box 2159, Glenview, IL 60025-6159 Phone: 1-800-255-8629 Fax: 1-800-657-8149
Price: $29.95(US)
Level: all
Reviewer: Evelyn Battell

Maskmaking with Paper

"Wow, this is neat!"
"I didn't know you were so creative!"
"What a good idea for hair!"
"Can I make another one?"
"What an interesting colour combination!:
"Cool!"

Combine this video, Maskmaking with Paper, construction paper and glue, and a few bits of decoration like feathers or sequins and you get these remarks.

In all test sites, the video was played a number of times. One group played the whole thing through and then started in step by step with many pauses. Another group just began with the first instruction and went back and forth as needed. In all the groups, there were students who chose not to make a mask - in one group a person held out until about halfway through and then wanted to start!

The 20 minute video is excellent. The presenter on the video was appropriate in language and tone for adults or children. She spoke clearly, at a good pace for following and presented the tasks in a sensible order.

We practiced listening skills, sequencing and eye/hand coordination. Sometimes we had to stop and figure out how the instructor in the video was holding her paper so we could cut it in the same place. The picture was perfectly clear, but sometimes we didn't translate the action on first try. Afterwards, we tried to report the steps - more work in recall and sequencing. in all we spent almost three hours on the project.

Everyone in our group produced a mask and one person produced two. We put them on display around Halloween time and some parents then helped their kids make one. Some masks took on a definite First Nations flavour and others were horrible. A couple of students tried to make masks for friends with the video and were quite successful.

Another video in this series covers making masks of other materials such as clay or metal. It will be interesting to explore which of these might also be useful for class. I expect maskmaking will be a regular activity in our classes in the future.

The Bulletin's Board

The following list includes many of the publishers and distributors that have being used for ordering over the last three years. In addition, **Bolen Books**, 111-1644 Hillside Avenue, Victoria, BC Phone: (250) 595-4232 Fax: (250) 595-1458 E-mail: books@bolen.bc.ca Web site: www.bolen.bc.ca and **Munro's Books**, 1108 Government Street, Victoria, BC Phone: (250) 382-2464 1-888-243-2464 Fax: (250) 382-2832 Web site: www.munrobooks.com have been our local bookstores.

Active Learning Institute, PO Box 6275, Victoria, BC V8P 3E4 Phone: (250) 477-0105 1-800-338-6680 Fax: (250) 477-9105 1-800-338-6681 E-mail: ali@octonet.com

Artel Educational Resources Ltd., 5528 Kingsway, Burnaby, BC V5H 2G2 Phone: 1-800-665-9255 Local: (604) 435-4949 Fax: (604) 435-1955

Curriculum Associates, Inc., 94 Asquith Avenue, Toronto, Ontario M4W 1J8 Phone: 1-800-225-0248 Fax: 1-800-366-1158 Web site: www.curriculumassociates.com E-mail:cainfo@curriculumassociates.com

International Reading Association, 800 Barksdale Road, PO Box 8139, Newark, DE 19714-8139, USA Phone: (302) 731-1600 1-800-336-7323 (credit cards) Fax: (302) 731-1057 Web site: www.reading.org

National Film Board of Canada, Sales & Customer Services, D-10 PO Box 6100, Station Centre-ville, Montreal, QC H3C3H5 Phone: 1-800-267-7710 Fax: (514) 283-7564

Open Learning Agency, 4355 Mathissi Place, Burnaby, B C V5G 4S8 Phone: 1-800-663-1653 Fax: (604) 431-3333 Web site: http://www.ola.bc.ca

Oxford University Press, 70 Wynford Drive, Don Mills, ON M3C 1J9 Phone: 1-800-387-8020 or (416) 441-2941 Fax: 1-800-665-1771 or (416) 441-0345 Web site: www.oupcan.com

Prentice Hall Allyn & Bacon Canada, Customer Service, 539 Collier Macmillan Drive, Cambridge, ON N1R 5W9 Phone: 1-800-850-5813 (information) 1-800-567-3800 (ordering) Fax: 1-800-263-7733 E-mail: cdn_ordr@prenhall.com Web site: www.prenticehall.ca/esl

Twin Sisters Publishing Company, PO Box 160, Moberly Lake, BC V0C 1X0 Phone: (250) 788-9754 Fax: (250) 788-9347

Vancouver Community College, King Edward Campus, Bookstore, 1155 East Broadway, Vancouver, BC V5T 1Y8 Phone: (604) 871-7333 Fax: (604) 871-7311

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Title _____

Author _____ **Publisher** _____

Level (please circle) ***Basic (0-3)** ****Functional (4-6)** *****Independent (7-9)**

Why do you recommend this title: _____

_____

_____

_____

_____

Please attach a copy of one page and table of contents.

Recommended by: _____

_____

_____

LITERACY MATERIALS REQUEST FORM

What kind of material(s) would you like the Literacy Materials Committee to seek out, field test and review? Please include information about the content, level, and format (book, video, software, etc.) you require: _____

_____

_____

_____

_____

Requested by: _____

_____

_____

MINISTRY OF ADVANCED EDUCATION
TRAINING AND TECHNOLOGY
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Literacy Materials Committee
c/o Evelyn Battell
Malaspina University-College
222 Cowichan Way
Duncan, BC V9L 6P4

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